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WM. B. FOWLE, EDITOR.

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EDUCATIONAL LEGISLATION.

As the time is near at hand when the people of Massachusetts are required to elect representatives to the Legislature, we may be excused if we say a word in regard to the qualifications of the candidates; for, in the present struggle for political ascendancy, it is pretty evident that the great objects of legislation, and, of course, the true character of candidates, will be lost sight of, and the State put back, or, at the best, retarded in its progress towards that reform, which is demanded by every consideration that should enter into the calculations of an honest man and a good citizen.

The State contains more than a hundred thousand adults who can neither read nor write, or, at the best, can do little else to entitle them to be called educated. Something must be done to educate these unfortunate persons, for they are beginning to see their importance in the State, from the manner in which they are courted and flattered by politicians; and, as our institutions will soon be in their power, — they holding the balance, — it becomes the electors, while they have the power, to instruct them, that they may not become the tools of their own priests, or of our own politicians.

The State contains an immense mass of children and youth, who do not attend school, and who are annually increasing the

number of criminals. It is useless to attempt to conceal the fact that crime has increased of late, and has increased most in the juvenile department. Are we to let this state of things go on, or will the State take effectual measures to educate the neglected and tempted child, and save him from the certain ruin that awaits him? The School of Reform, at Westboro', is good in its way, and we need a dozen such, if they could be well administered, but they would not reach the evil. We want *Prevention Schools*, and every town should have at least one, where all truants, idlers, and viciously inclined children, all who are not sufficiently restrained by the discipline of the Common Schools, and all who need that extraordinary care, which they cannot receive in the Common Schools, may be kept by themselves, and saved from the tipping shop, the almshouse, the prison, or the gallows. The present State machinery does not do what is required, and the law compelling vicious truants to go to the Common School and corrupt its inmates, or to the House of Correction, where the chief education they will receive will increase their waywardness, must prove a failure.

That the Common Schools have failed to do their proper work is evident to every one who knows their real condition. Nine tenths of the teachers have no experience, and do not wish to have any; and their view of duty is confined to the elements of such studies as have very little to do with character. The custom of allowing the two sexes to mingle in the same school is one of the worst features in our Common Schools, and must cease before they can be essentially improved in morals and discipline. The notion that one sex is improved by the presence of the other, is poetry and fiction of the most dangerous kind. There is no truth in it. The best teachers allow this, and any person at all acquainted with human nature must know it. Then, in the Common Schools, especially the larger ones of cities, the great mass of pupils are not moved by the course and means of instruction. They remain years without making any progress, and more than half that leave the schools have obtained nothing that deserves the name of education.

The School Committees of the several towns are unwilling or incompetent to do the little duty that is required by statute, and never dream of doing all that is required for the good of society and by christian charity. The Board of Education are inert, inefficient, and short-sighted. They have proposed but few things, and these have all failed. They have seldom spoken out when the public good or the course of legislation required, and are pushed from below or behind, but never seem to take the lead.

Now this educational concern, this State System of Free

Schools, is the most important matter that can come before the Legislature, the most important that can occupy the thoughts of the electors. Indeed, it embraces all the other subjects that enter into the calculations of politicians. A large party are contending for Temperance, but education of the right sort would render legislation on this subject unnecessary. The question of Slavery is one of ignorance, and an enlightened education of the people would soon put an end to it. The questions of War and all kinds of Punishment will be settled by even a very imperfect education on Christian principles. The disuse of Tobacco, in all its forms, must result from even a very limited acquaintance with the elements of morality, neatness and refinement. Those features of Romanism, which are fatal to liberty and our free institutions, can only exist in darkness, and the State must see that light is not only offered, but accepted and used. Education should be made a condition of citizenship. It may be true, that such a reform as we propose in our educational system, may cost the State something at first, but it will be thrift and true economy in the end. The expense arising from the use of tobacco, spirituous liquors, jails, almshouses, militia, armies, navies, pension lists, &c., amounts to fifty times the sum expended to support our Common Schools; and a change of appropriation would be no increase of expense.

The inactivity of the Board of Education has made the Joint Committee of Education in the Legislature the real Board of Education, and the importance of having this Committee composed of clear-headed, far-sighted, independent men, can hardly be overrated. We can hardly expect that the leaders in political caucuses and conventions will attend to our hints, but a large portion of our people are tired of being managed, and a little well-directed effort may lead to a proper selection of officers. Of one thing we are certain, — the present system of Public Instruction, weighed in the balance of the times, is a failure, and no reform presents so good an opportunity, to any who are ambitious of becoming distinguished benefactors, as does this which we advocate. Learned men are not wanted for this reform half as much as earnest, practical, christian men, who have passed through the schools, and feel, as we do, from experience, their insufficiency to meet the wants of the age.

The memory of words must have limits; none but a leaky cask can be constantly receiving water.

Why is serious reflection "as good as a play?" It is *a-musing*.

THE PROGRESS OF TRUTH.

In our last number we gave a letter from an intelligent gentleman, commending our course in regard to the Common Schools. We did not name the town, of whose School Committee the writer was Chairman, nor did we give his name, because the letter was a private one, the writer an entire stranger to us, and ourselves unauthorized to publish the letter. As the Board of Education, through their Agents, had taken some pains to ascertain whether our remarks in regard to their doings, or rather in regard to their inactivity, and, from the Reports received, were chuckling in the belief that no one had believed *our* report, we published one of many letters, to show that a spirit of inquiry has been awakened in the Commonwealth, and a very large number of the best informed friends of general education are on the side of reform, and will show that they are so, when a leader arises around whom they can rally. A few days ago, we received the following letter, which, being directed to the Editor, and in the form of a communication, we venture to publish entire. Those who know any thing of the history of Education in New England will see by the signature that it is written by an Educationist to whom no other would be ashamed to be named as second. This letter, like all the rest, was entirely voluntary and unsolicited, and will have its due weight with all who are wise and prudent.

WORDS OF ENCOURAGEMENT.

MR. EDITOR, — The statements made in of some of your late numbers, with regard to the possibility that your Journal may be discontinued at the end of the present year, though they gave me pain, did not surprise me. I have known, for more than twenty years, by actual and personal experience, how difficult it is for one who is "honest in the sacred cause" of Common Schools, to find either sympathy or support. I have lived to see more than one journal die out, because the public do not understand what is their true interest, — and because, like certain men of old, they prefer "smooth things" to the faithful and profitable words of plain truth.

I cannot endorse every remark and statement, from your pen, in the *Common School Journal*; nor can I be certain that a wrong spirit may not have been manifested, on occasions, because I have not read all your articles. Nor am I sure that I am a competent judge, in every instance, of a difference of opinion from that which is just now so prevalent and popular. But I can truly say, and I feel compelled to say it, as an act of justice to you as

well as of duty to the Commonwealth, that the discontinuance of such an able advocate of the cause of true reform in education as the Journal is, and has been, would be a great public calamity.

If there is a friend of Common Schools, and of Normal Schools, too, in the Commonwealth, besides yourself, I am that man ; and yet I am fully persuaded, as well as you, that our present course, in regard to these schools, will never attain the desired end. "They have been in action (the Normal Schools) fourteen or fifteen years, long enough" "for any experiments," and "have failed to do what was expected." They are more like Academies than Normal Schools. And I call, with you, not for men with better hearts and purer intentions, but for men who know more about the true wants of Common Schools, and the true means for their elevation, to take the lead as members of the Board of Education, or I am quite sure that no immediate reform worthy of the name will be effected.

Yours truly,

W. A. ALCOTT.

West Newton, Oct. 8, 1852.

ENGLISH GRAMMAR.

It is somewhat strange, that, when every body acknowledges that the prevalent method of teaching English Grammar fails so utterly to make good writers and speakers, it is persevered in, and defended, and every attempt to introduce a more rational and more useful method is scouted at as visionary, and almost criminal. Our School Committees having been educated to believe that Murray's Grammar is the Gospel, and that to depart from it is damnable heresy, do not dream of introducing a rational system into the schools under their care ; and, if they should think of such a monstrous innovation, would not find one teacher in a hundred able and willing to second them. Nothing but the conviction that the old fashioned method of studying grammar was a waste of time, reconciled the community to the fantastical system of "Analysis" that has been built upon it ; but any one, who will think a moment, will see that this only makes double trouble, by increasing the technical terms, without aiding the pupil to *use* his mother tongue. If the pupil knows the distinction between the *nominative* case and the *verb*, how will it help him to know that the nominative case is the *subject* and the verb the *predicate*. The mischief is, that our children, for two or three generations, have been taught to take sentences to pieces,

but have never been instructed to put them together. Practice alone will give facility in this desirable accomplishment, and the practice is not obtained by the pupil, because nine-tenths of the teachers can not write decent English themselves, and to give the necessary practice is irksome, if not impossible, to them.

The true, and, we believe, the only safe way, is, to make the children write English from the moment they enter the Primary School; and, if any Grammar is used, it should be an English Grammar, and not the Latin-English Grammar, that Lowth and Murray introduced, and that Brown, Wells, Weld, Tower, Greene, Bullions, and a hundred others have endeavored in vain to simplify and explain. If we must have a book, let us have one that teaches English Grammar, as it is, pure and unadulterated, and when we know what pure English Grammar is, it will be easy to compare this with the Grammar of any other language; but it is perfectly absurd to make the Grammar conform to the Latin, and then expect the student of English, or any other modern language, to compare its grammar with a mongrel system that is unfitted for any useful purpose, and if it produces any thing, can only produce monsters.

A few years ago, we translated from the Latin the first English Grammar that ever was made, and five editions have been sold to teachers and inquiring persons; but we do not know that any school in Massachusetts has adopted it as a text book, although hundreds of the most intelligent men in the community have acknowledged to us that it is the true system and ought to be used. It is remarkable that it was used until Lowth's and Murray's time. All the great masters of English were taught the Grammar we allude to, and this fact completely removes the objection that the reform we propose is fraught with danger. This Ancient English Grammar assumes that every language has its own peculiarities, and these, and these mainly, it should be the object of the text book to point out. No language on earth is so simple as English. Our words admit so few changes of termination that they may all be learned in a few days, while the attempt to make cases, modes, tenses, &c., where there is no change of termination to authorize it, produces confusion and prevents understanding. For instance, in Latin, we have the six tenses with different terminations that follow, viz,—

Present tense,	- -	<i>Am-o,</i>	- -	I love.
Imperfect,	- -	<i>Am-abam,</i>	-	I loved.
Perfect,	- - -	<i>Am-avi,</i>	-	I have loved.
Pluperfect,	- -	<i>Am-averam,</i>		I had loved.
1st Future,	- - -	<i>Am-abo,</i>	-	I shall or will love.
2d Future,	- -	<i>Am-avero,</i>	-	I shall or will have loved.

In English, we have only the

Present, - - - I love,
Imperfect, - - - I loved.

And all the learning in the world can not make another *tense*, and there is not the least shadow of excuse for any *mode* or *voice*. We can teach the two English tenses to a child of common capacity in one day, and we can not teach the modes and tenses of Murray and his followers in ten years ; that is, we can not teach them so that the pupil can ever understand the real distinction between them. If it be said, as it has been by eminent scholars, we need the *phrases* that we call tenses, and it is as well to keep them, though they are not properly tenses, we answer, that the mass of our children can never need them, because they never study Latin. *I love* and *I loved* are the only two tenses we can claim for the verb *love*. *I have* and *I had* are the only two for the verb *have*. The *loved* after them in the perfect and pluperfect tenses is an adjective, qualifying whatever *I have* or *had*. *I shall* and *I will* are the present tenses of their respective verbs, and the words *love* and *have* after them are as good nouns as can be found in the language. They are *names of action*, and as much the objects of *shall* or *will* as *house*, in the sentence "*I will my house to my son*," is the direct object of *will*. Because the object or objective after *may*, *can*, *might*, *could*, *would*, *should*, *must*, *shall*, *will*, and a few others, happens to be the *name of an action*, men have carelessly supposed that these verbs differed from others, and *I will go* is called a future tense, though *I will* is as much a present determination as *I resolve*, and the *go* after *will*, or *to go* after *resolve*, is nothing but the object, the direct and regular object of *will* and *resolve*.

We can not go farther into details, but we trust that this hint will lead teachers to look into the matter, and see why they have so generally failed to understand, and, of course, to teach, what is misnamed English Grammar. The book to which we have alluded is a small one, and may be obtained of us at fifteen cents a copy, in lots of not less than twenty-five. We send single copies by mail, and pay the postage, for twenty-five cents. Dr. Wallis, who made the Grammar alluded to, died two hundred years ago, and was probably the most learned man of his time. We are always ready to receive Post Office stamps in payment for books, or for the Journal.

No man can be called an idle man ; the garden that is uncultivated spends its whole strength on weeds.

[From the Pennsylvania Journal of Prison Discipline, Oct. 1852.]

YOUTHFUL DEPRAVITY.—HOME INFLUENCES.

If we are not greatly deceived in our own observation, and egregiously misled by others, our principal cities in this country are remarkable for the precocious depravity and bold lawlessness of youth. Lads from fourteen to twenty-one are the busiest instigators, the most active abettors, and the most daring perpetrators of offences against the peace and good order of society. In tumults, street fights, and riotous assemblages, in resistance to authority and contempt of law, they generally take the lead.

It is by no means a rare thing for a lad to enter a mechanic's shop at fifteen years of age as a voluntary apprentice. He works two or three years for an agreed stipend per week or month, and when he begins to be valuable, he concludes to change his quarters,—goes to another shop of the same craft, engages himself for half journeyman's pay, and receiving his wages on Saturday night and all flush of funds, seeks his pleasure at the circus, or the play-house, or the brothel. This unbearded independence will reluctantly brook home control or shop regulations. Our stripling is a regular attendant upon lectures and popular discussions about natural liberty and equality, the dignity of labor, and the numerous evils of the present organization of society. He cannot be more his own man at twenty-one than he is at eighteen, and this premature majority introduces him to scenes and associations well fitted to confirm rather than correct evil habits, and to make subordination to authority still more intolerable.

What does he care for the watchman, the magistrate, the law, or the prison? Their interference will only make him conspicuous, and give him a notoriety which he could not otherwise hope to attain. There is something heroic in shooting or stabbing a public functionary. And then there is the report of the trial in which our young adventurer will be the leading character, followed by such outbursts of sympathy for him, should he be convicted, and then such efforts (which will almost certainly prove successful,) to get him pardoned, and then such a welcome to the circle of which he is looked upon as a sort of champion! How exciting all this is to his vile ambition! The law, from its inoperativeness or from its easy conformity to popular humors, has no terrors for him. And we question whether it would be practicable at the present day to carry any measure that should contemplate a stricter enforcement of discipline upon the young in any department of society. The tide runs strong in the opposite

direction. These lax notions of authority were imbibed before the child could walk alone, and to correct them in the heat of youthful blood is all but a forlorn hope.

We shall not be misunderstood, we trust. We do not suppose that, when a boy is about to steal some old iron on the wharf, or some poultry from a countryman's wagon, or some money from the grocery drawer, that there is in his mind, at the moment, a distinct feeling of contempt for the law or its officers. So far from it his thoughts are all bent upon his plunder. But he has been, from his cradle, (if he ever had one,) a lawless child. He has never felt the power of good motives. Little as he is, he has all the qualities of an old convict, except age and experience. Good influences, to have saved him, should have been congenital. They are better now than later, but they will be sadly checked and counteracted by vicious habits already fixed. Seeds of evil, sown with the first throbbings of the heart, have had a quick and vigorous growth, and have already taken root downward in the congenial soil, and borne fruit upward, to the great annoyance of playmates and neighbors. The experiment of plucking him as a brand from the burning is nevertheless well worth trying, and hence we so highly value and so cordially commend the House of Refuge, the Reform School, and the Juvenile Asylum. But why postpone the employment of the remedy till the disease has made such alarming progress? Why not multiply and invigorate the agencies that reach it, at an earlier age? Is it true that juvenile delinquency, like some fevers that the nurses tell us of, has an epoch, within which it is vain to attempt to arrest it? Must a neglected, filthy, and vicious child wallow in rags, and filth, and vice, for two, four, six, eight, or even ten years, before society can take him up and cleanse him, and put his abused mind and heart under some harmonious influence? One would think such a dire necessity is laid upon us, were a judgment formed from our methods of dealing with juvenile delinquency.

We have attempted to show that, notwithstanding the leniency of our laws, our free and abundant means of education, and the motives and encouragements to honest and virtuous living, our children and youth are more and more addicted to vicious habits and pursuits, and thus the number of candidates for convict life is swelling with fearful rapidity. As one of the chief causes of this condition of society we have mentioned the neglect of HOME CARE, physical, intellectual, and moral; and hence we urge upon philanthropists and reformers to give more earnest heed to those methods which have been, or may be, devised to improve HOME INFLUENCES. If we were to specify the class of existing institutions that come nearest to the point we have in view, they would

be Infant Schools, and Foster Homes, and Asylums that take charge of children at a very tender age. As ancillary to the same benevolent end, we would regard all charities that provide for the cleanliness and healthiness, and, of course, for the comfort and moral purity of the dwellings of the poor.

We must not be understood to depreciate Reform Schools and Houses of Refuge; they have their place and use, and it is by no means an inferior position which they occupy. But they do not reach the root of the evil. They do not touch the heart spring of juvenile depravity. They do not materially reduce the ranks from which the convict army is recruited. Their agency, however effective and salutary, merely checks and reverses the motion of a train that has taken the wrong track. It does not prevent the error at the start, nor can it avert or repair the mischief already done in consequence of it. While we therefore rejoice in the success of reformatory institutions of every grade, and invoke the grateful acknowledgments of the community to their patrons and directors, for the inestimable services they render, we earnestly beg the wise and good, the philanthropic men and women of our city and country, to look more narrowly and pitifully into the HOMES of neglected and vicious children. We have no faith in any of the modern schemes for re-organizing society. For one evil that the best of them would remedy, ten would be generated. The infinitely wise Creator has established the FAMILY RELATION as the basis of society; and whatever is done to ameliorate, effectually and permanently, the moral condition of our juvenile delinquents, and dry up the sources of a convict population, must be done AT THEIR HOMES.

JUVENILE CRIME.—Out of 16,000 criminals committed to the Great Prison in New York city, last year, over 4,000 were under 21 years of age. The Chief of Police considers that there are not less than 10,000 vagrant children in New York. Mr. Brace, who has recently travelled through Europe, and visited the prisons and vilest places in the cities, considers New York to be the worst place he has seen, for the number and criminality of youth. He believes them to be the hardest looking and most depraved youth he ever saw. It is sad to reflect, too, that the majority of depraved and wicked young persons are females.—*Scientific American*.

Error must be overcome by truth, and not by violence; the curved spine is not straightened by blows.

AM I MY BROTHER'S KEEPER?

Yes, you are. No matter what is your condition in society, whether rich or poor, learned or unlearned, in office or out of office, not only the brethren immediately around you, but the whole brotherhood of God's children are in your keeping, and if you neglect to keep them, the voice of their blood will cry out against you from the ground. If you ask how can one so humble as I am, pretend to be the keeper of others, when I can hardly keep myself? the answer is, that, in so far as you can influence any man, woman or child in the community, you are the keeper of that man, woman or child, and accountable to God or man if you are unfaithful. If you can benefit the infirm of body or mind by your money, your advice, or your example, and refuse to do this, you are unfaithful, and a curse must follow you. The duty of keeping our brothers is universal, extending to every department of human action, but we wish to consider it only in its bearing upon education. Poor as our public schools are, there are thousands who derive no benefit from them. The number of truants and juvenile delinquents is annually increasing. Our Reform School is full, and half a dozen others might be filled from the materials already existing in our cities and large towns. The number of adult criminals increases annually, and the alloy, which has already corrupted our New England population, is still pouring in upon us. A large portion of the delinquents are girls, and there is no House of Reform for them. Habits, which are not criminal, as the world judges, but which are introductory to vice and crime, are on the increase. Our churches do not reach these cases, for the delinquents do not go to church. Our schools, notwithstanding all our boasting, do not prevent the increase of depravity, and never will as they are now conducted. Who are the keepers of the young brothers and sisters that are preparing to supply our courts with business and our prisons with inmates? Every man and every woman is a keeper, but more especially are the School Committees and the Board of Education the responsible keepers of these neglected little ones. We talk theologically of foreordination, but the town that neglects to supply schools of the best quality, and to compel every child within its precincts to be educated, foreordains not only the ruin of the present generation, but of that which this neglected race will generate. We have never half done the work of education, and what we call by this name is unworthy of it. The best educated men in our country are often the worst patterns of morality, and the best scholars that proceed from our public schools are unfurnished with that armor which is necessary

to enable them to resist temptation, and to withstand infidelity. This is called an enlightened community, but it is only so by comparison, and it would be far more just to say, it is less dark than others. Not one town in the State does one-tenth as much as the times demand, and yet the Board of Education, and the Legislature, and the Governor are glorifying themselves, and assuring the people, who generally know neither what the schools are nor what they ought to be, that all is right, and that boasting rather than reform is their duty. Wealth is a curse unless it is well used, and it will afford but little pleasure in the day of judgment, to see the wretched dollars we may have saved by starving the schools put into one scale and a ruined child into the other. Our school houses must be improved; our teachers must be elevated to a moral and religious standard now seldom dreamed of; our school Committees, and Board of Education, and Legislators must learn that they are keepers of the destiny of a whole generation, and that the voice of every brother lost through their low estimate of the demands of the soul, will cry out against them before the throne of the Eternal.

ARITHMETIC.

We hope that now the Winter schools are about to commence, the Committees will do something to place arithmetic on a right foundation. It is generally the case that this branch is more studied than any other in the public schools, and, in examining teachers, a thousand times more time has been spent in ascertaining their standing as mathematicians than their standing as men. Notwithstanding all this, it is a fact that, at our Teachers' Institutes, there is no branch in which the teachers have appeared so unprepared as in this. Even those who have a tolerable acquaintance with algebra and mathematics, are often unable to perform the four fundamental rules with any thing like ease and correctness. We have never found an Institute where half the members could add a long column of figures correctly, and few had any idea of the rapidity and certainty which may be attained. Now, it is our deliberate opinion that in nineteen-twentieths of our schools, the best thing that can be done this Winter, is not to let the pupils advance a step beyond the four first rules, these being the foundation of all arithmetic, and perfect facility in the use of them being more important than a smattering of the higher rules, which so few of them understand or ever need.

Not one teacher in fifty makes figures that can be read, to say

nothing of their being fit to be copied by the pupils. The first duty, then, of the teacher, should be to teach the pupils to make handsome figures, then to make them rapidly and well. Next they should be taught to read figures as high as millions, or perhaps billions, so that they will never mistake in writing any sum that may be dictated. Then they should add figures, first in short single columns, then in long columns amounting to not less than 250, and when we say *add*, we mean *add*. It is amusing to see the tricks and contrivances of some teachers to ascertain the amount of such a long column. Some will cut it into half a dozen or more short columns,—add these separately, and then add together their several sums; some will count the nines, eights, sevens, &c., multiply them, and then add their products; some will add and mark down the tens as they proceed, on the side of the column, and then count them afterwards. Now, we do not call this *addition*. The only kind of addition that is worth a cent to a merchant, is that which enables him to take the columns as they stand in the Leger, and run them up and down without any such helps. If he is required to add 8, 7, 9, 6, 7, 4, 5, 9, 9, he says to himself, 15, 24, 30, 37, 41, 46, 55, 64. After practising enough, he makes no more calculation in adding two figures than he makes in multiplying 2 by 2. We have generally been obliged to allow from two to ten minutes for the addition of a column amounting to 250, but, half a minute is full allowance for the work, and children whom we used to teach on the monitorial plan, asked no more.

Let not Committees, therefore, be afraid to confine the children to the fundamental rules, and to throw aside the books, for a time, and take up the slate and blackboard. The reason why the teachers can not add a long column, or write from dictation, is, that they copy from books, and have none of that practice which comes from *viva voce* instruction, and slate and blackboard exercise. If the child learns the first four rules as thoroughly as we propose, and never does any thing beyond at school, he will have no difficulty, when he leaves school and his mind is more matured, to bring his reasoning powers to bear upon these rules, and to make every necessary application of them. But, children early taught, as we propose, will be able to advance into the higher rules before their school days are over, though they may not advance this year; and, whether they do or not, that is a miserable policy which builds the upper part of a house before it has faithfully laid the foundation.

Censure is the tax a man pays to the public for being useful.

ACTIVITY OF NATURE.

So, every year, does this, our beauteous star,
 Borne round her orbit in her viewless car,
 Her smiling face more beautiful display,
 As, every year, dark forests melt away,
 And, in their stead, glad husbandmen behold
 Fields, now all green, now ripening into gold;
 While those old central fires that ever glow
 In the deep caverns of the world below,
 From age to age the fossil wealth refine,
 That lies, locked up in quarry and in mine,
 In God's own time to grope its tardy way,
 Up, from eternal darkness, into day;
 To bask in sunshine on a mountain's head,
 To roll with sands along a river's bed,
 To gush, for sick ones, in a mineral spring,
 To blush, for fair ones, in a ruby ring,
 For orient queens their radiance to throw,
 With gold and silver, from a rich trousseau,
 To grace a noble as a star of gems,
 For kings,—to sparkle in their diadems.

Pierpont.

WAIT.

FROM SERMONS IN SONNETS, BY CHAUNCY H. SMITH.

Wait! for the day is breaking,
 Though the dull night be long;
 Wait! God is not forsaking
 Thy heart. Be strong,—be strong!

Wait! and the clouds of sorrow
 Shall melt in gentle showers,
 And hues from heaven shall borrow,
 As they fall amidst the flowers.

Wait! 't is the key to pleasure,
 And to the plan of God;
 O, tarry thou his leisure,—
 Thy soul shall bear no load.

Wait! for the time is hasting
 When life shall be made clear,
 And all who know heart-wasting,
 Shall feel that God is dear.

WHIPPING CHILDREN IN SCHOOLS.

We have a faint recollection that Solomon, or somebody for him, made use of an observation once about children, that the proclivity of the age soon converted into an adage relative to the false economy of sparing the "rod," and spoiling the little individuals for whom rods seem especially to grow, and for whose tiny jackets they seem characteristically intended. We have nothing to say, either against Solomon or the sanguinary adage aforesaid. We took our share of the medicine, in our juvenility, with the best grace we could, and we are not inclined to rob the rising generation of any portion of the luxury. But we do solemnly protest against the conduct of some of the petty tyrants in our public schools, both male and female, who, too irritable by nature for the position of teachers, inflict the most cruel punishment for the most simple offences. We notice that one of these teachers was arrested the other day, by a citizen whose child he had unmercifully whipped; and the probability is, if the charge against him be sustained, that he will not only be dismissed from a post that his temper or his inhumanity renders him incompetent to fill, but taught a pretty severe lesson, by the laws of his country, of forbearance and good nature. We hear complaints of such outrages in several of the public schools, and we advise all parents who find their children thus abused to lay a complaint at once before the nearest magistrate. We could not trust ourself to mere words, in the presence of one who can thus take advantage of his or her position, to vent his or her ill-humor, at all times, on the backs of the helpless little creatures fondly confided to their instruction and protection.—*N. Y. Sunday Times.*

THE DOG IN THE MANGER.

[ORIGINAL.]

A dog was lying on a heap
Of hay,
And barked continually to keep
Away
An ox, who, vexed the ill-natured cur to see,
Exclaimed,
"What a vile temper yours must be,
My friend,
You will not eat the hay you do not
Covet,
Nor let those eat a single jot
Who love it."

SCHOOL MELODIES.

We presume it is too late in the day for an argument on the utility of introducing Music into our common and private schools, but, at any rate, it is our duty to say, that our Publisher has just printed a new little book for schools, entitled "SCHOOL MELODIES; containing a Choice Collection of Popular Airs, with Original and Appropriate Words, composed expressly for the use of Schools, by J. W. GREENE." As the committees may not know the author, we are happy to say that he is a practical teacher, and a very successful one, in other branches as well as in Music.

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